Assessment

*OSPI-Developed Performance*



Office of Superintendent of Public Instruction

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A Component of the

Washington State Assessment System

Dance

The Arts

Wild Wonderful Weather

Grade 5

Office of Superintendent of Public Instruction

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OSPI-Developed Performance Assessments for the Arts

# Introduction

To Washington educators who teach dance:

Welcome to one of our OSPI-developed performance assessments and this implementation and scoring guide. This document is part of the Washington assessment system at the Office of Superintendent of Public Instruction (OSPI).

The assessments have been developed by Washington State teachers and are designed to measure learning for selected components of the Washington State Learning Standards. They have been developed for students at the elementary and secondary levels. Teachers from across the state in small, medium, and large districts and in urban, suburban, and rural settings piloted these assessments in their classrooms. These assessments provide an opportunity for teachers to measure student skills; they can both help teachers determine if learning goals have been met, and influence how teachers organize their curricula. They also provide an opportunity for students to demonstrate the knowledge and skills they have gained.

These assessments:

* Provide immediate information to teachers regarding how well their students have acquired the expected knowledge and skills in their subject areas.
* Inform future teaching practices.
* Provide resources that enable students to participate in measuring their achievements as part of the learning experience.

Included in this document are:

* + directions for administration
  + assessment task
  + scoring rubrics
  + additional resources

Our hope is that this assessment will be used as an integral part of your instruction to advance our common goal of ensuring quality instruction for all students.

If you have questions about these assessments or suggestions for improvements, please contact:

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|  |  |
| --- | --- |
| **Wild Wonderful Weather** | ***Dance***  ***Grade 5*** |
| **An OSPI-Developed Performance Assessment** |

# Overview

This document contains information essential to the administration of *Wild Wonderful Weather*, an OSPI-developedarts performance assessment for dance (Grade 5)**.** Prior to administration of this assessment, all students should have received instruction in the skills and concepts being assessed. Please read this information carefully before administering the performance assessment.

**Synopsis of *Wild Wonderful Weather*:**

Each student creates a dance in ABA form around the theme *Wild Wonder­ful Weather!* In the dance, the student must use two move­ment sequences (one locomotor and one non-locomotor) to express two con­trasting types of weather. The student must also respond to questions about his or her dance.

This classroom based performance assessment may be used in several ways:

* As an integral part of instruction.
* As a benchmark, interim, or summative assessment.
* As a culminating project.
* As an integral part of a unit of study.
* As a means of accumulating student learning data.
* As an individual student portfolio item.

# Test Administration: Expectations

* The skills assessed by this task should be authentically incorporated into classroom instruction.
* This assessment task is to be administered in a safe, appropriately supervised classroom environment following district policy and procedures.
* All industry and district safety policies and standards should be followed in the preparation and administration of OSPI-developed performance assessments in dance, music, theatre, and visual arts.
* Accommodations based upon a student’s individualized education program (IEP) or 504 Plan may require additional modifications to this assessment.
* Additional modifications to the administration of this assessment may be required to accommodate cultural differences, diversity, and religious mores/rules.

# Description of the Performance Assessment

Students taking this performance assessment will respond to a performance task:

* Each student must create and present a solo performance based on the criteria outlined in the task.
* All performances must be recorded to facilitate scoring and to document each student’s performance.
* Short-answer questions ask the students to supply a response that may be written or verbal. All verbal responses must be recorded to facilitate scoring and to document each student’s performance.

# Learning Standards

This assessment addresses Washington State Learning Standards for Dance, including the GLEs from the *Options for Implementing the Arts Standards through Dance by Grade Level* document.

|  |  |  |
| --- | --- | --- |
| **GLE 1.1.1**  5th Grade |  | Understands and applies the element *space* and the vocabulary of dance. |
| **GLE 1.1.2**  5th Grade |  | Recognizes, understands, and applies the element *time* and the vocabulary of dance. |
| **GLE 2.1.1**  5th Grade |  | Applies a creative process to dance. |
| **GLE 2.2.1**  5th Grade |  | Applies a performance and/or presentation process to dance. |
| **GLE 2.3.1**  5th Grade |  | Applies a responding process to dance. |

Depending on how individual teachers build their lesson units, additional Washington State Learning Standards can be addressed.

# Assessment Task

## Teacher’s Instructions to Students

1. Say: “Today you will take the Grade-5 Washington OSPI-developed arts performance assessment for dance. This assessment is called *Wild Wonderful Weather*.”
2. Provide the class with copies of the student’s section of the assessment (which may include the student’s task, response sheets, rubrics, templates, and glossary), along with any other required materials.
3. Tell the students that they may highlight and write on these materials during the assessment.
4. Have the students read the directions to themselves as you read them aloud. We also encourage you to review the glossary and scoring rubrics with the students.
5. Answer any clarifying questions the students may have before you instruct them to begin.
6. If this assessment is used for reporting purposes, circle the scoring points on the first page of each student’s response sheets.

**Students may have as much time as they need to complete the task.** (See the recommendations for time management under the heading *Supporting Materials and Resources for Teachers* below.)

## Accommodations

The following accommodations can be made for students with special needs or whose English language skills are limited:

* To complete the response sheets, students may dictate their answers to an instructional aide, who will write them down.
* The student may give the written and/or recorded responses in their first language. We request a written and/or verbal English translation for consistency (validity/reliability) in scoring the rubric.

## Student’s Task

The following section contains these materials for students:

* The student’s task: *Wild Wonderful Weather* (Grade 5)
* Assessment rubric
* Response sheets

|  |  |
| --- | --- |
|  | Student’s Task |

Wild Wonderful Weather

**Your local news station is celebrating the grand opening of its new weather station. As a part of the opening ceremonies, the station manager has invited you to create and perform a dance around the theme *Wild Wonderful Weather!* The station manager has specified that the dance should be about two contrasting types of weather.**

**As you create your solo dance and develop your performance, be sure to follow the station manager’s guidelines. You must also perform the dance without interruptions.**

Your Task

**First, create your dance—**

The station manager explains that you must meet the following requirements when choreographing your dance:

* Choose two contrasting types of weather (rain, snow, wind, hurricane, sunny, or any other type of weather).
* Decide which type of weather you will show with locomotor movement (movement that travels through space—for example, skip, crawl, or leap) and which you will show with non-locomotor movement (movement that stays in your own space—for example, twist, stretch, or swing).
* Create a movement sequence that is about 10 seconds in length for each type of weather: one sequence should be locomotor and the other non-locomotor.
* Put the two movement sequences together in ABA form so that your dance is about 30 seconds long.
* Create beginning and ending shapes that express the weather that starts and ends the dance (weather “A” in the ABA form).

**Second, perform your dance—**

The station manager explains that you must meet the following requirements when performing your dance:

* Perform beginning and ending shapes clearly.
* Use intentional energy throughout the performance.
* Perform movement to the fullest extent.
* Maintain focus and concentration throughout the dance.
* Perform without interruption.

**Third, respond to questions—**

The station manager explains that you must meet the following requirements when responding to prompts or questions about your dance:

* Describe in detail the two types of weather that you chose and how you portrayed them in your dance.
* Use the vocabulary of dance correctly.

The station manager will give you time to create and rehearse your dance. After you perform, you will have time to respond (in writing or verbally) to questions about how you portrayed the two types of weather in your dance.

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| --- | --- |
|  | Assessment Rubric |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***Wild Wonderful Weather*** | | | | | |
|  | **4 points** | **3 points** | **2 points** | **1 point** | **No Score** | |
| **Creating** | The student demonstrates a thor­ough understanding of choreo­graphy by meeting all **four** of the requirements listed below:   * Creates a movement sequence that uses locomotor movements to show one type of weather. * Creates a movement se­quence that uses non-locomotor move­ments to show the other type of weather. * Creates a dance from these two movement sequences that is in ABA form. * Creates clear beginning and ending shapes. | The student demonstrates an adequate under­standing of choreo­­graphy by meeting **three** of the four require­ments listed at left. | The student demonstrates a partial under­standing of choreo­­graphy by meeting **two** of the four require­ments listed at left. | The student demonstrates a minimal under­standing of choreo­­graphy by meeting **one** of the four require­ments listed at left. | The student demonstrates no under­standing of choreo­­graphy, having met **none** of the four require­ments listed at left. | |
| **Performing** | The student demonstrates a thorough understanding of performance skills and techniques by meeting all **five** of the following requirements:   * Performs beginning and ending shapes clearly. * Performs movement with intentional energy throughout. * Performs movement to the fullest extent. * Maintains focus throughout the dance. * Performs without any interruptions. | The student demonstrates an adequate under­standing of per­formance skills and tech­niques by meeting **four** of the five require­ments listed at left. | The student demonstrates a partial under­standing of per­formance skills and tech­niques by meeting **three** of the five require­ments listed at left. | The student demonstrates a minimal under­standing of per­formance skills and tech­niques by meeting **two** of the five require­ments listed at left. | The student demonstrates no under­standing of performance skills and tech­niques, having met **one** or **none** of the five require­ments listed at left. | |
| **Responding** | The student demonstrates a thorough understanding of response skills by meeting all **four** of the following require­ments:   * Identifies the two types of weather that he/she chose. * Describes one movement that shows the first type of weather. * Describes one movement that shows the other type of weather. * The student’s descriptions correspond to her/his performance. | The student demonstrates an adequate under­standing of response skills by meeting **three** of the four requirements listed at left. | The student demonstrates a partial under­standing of response skills by meeting **two** of the four requirements listed at left. | The student demonstrates a minimal under-standing of response skills by meeting **one** of the four require­ments listed at left. | The student demonstrates no under­standing of response skills, having met **none** of the four re­quire­ments listed at left. | |

Scoring Notes

The following scoring notes should be used as guidelines when scoring this item:

* “Performing beginning and ending shapes clearly” is accomplished when the performer maintains focus and intentional energy while holding the shape long enough for the audience to see the shape.
* The “ending” of a dance section doesn’t have to be still: It just needs to be a conscious decision to stop, the “toning down of energy.”
* “Beginning” and “ending” do not have to be a part of ABA. They can be distinct to the dance without being part of the locomotor/non-locomotor sequences.
* The student’s interpretation of a type of weather can take any form: While acting like a rising sun can be representative of a sunny day, so can doing jumping jacks or anything else. The student’s ability to create or interpret an idea is not being assessed.
* A *shape* is not the same as a *movement* and should not be credited as one.
* If a student starts the dance, then stops, then starts again, that should be counted as either a) no clear beginning or b) one interruption; however, it should not be counted as both.
* Responding rubric: When describing the types of weather that they chose to portray in the dance, the student must refer to physical movements: for example, “I jumped,” “I twirled,” or “I did a pique.” The student should use strong, active verbs, or “energy” verbs. Students do not get credit for their descriptions if all they describe is what they did: “I made a snow man” or “I opened an umbrella.”
* Responding rubric: On the response sheets, drawings or diagrams can be accepted to describe the students’ choices, provided that they correspond to the dance and that they show activity/energy. If the response is verbal or written, both the vocabulary of dance and movement words are acceptable.
* Responding rubric: All ideas and explanations must correlate to the actual performance to earn credit. Use discretion when assessing the vocabulary that the student uses to describe movement phrases and ideas (both the vocabulary of dance and movement words are acceptable).

**Student’s Name/ID# \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade Level ­\_\_\_\_\_\_\_\_\_**

|  |  |
| --- | --- |
|  | Response Sheets |

|  |  |  |
| --- | --- | --- |
| **(circle number)** | **Creating Score** | **4 3 2 1 NS** |
|  | **Performing Score** | **4 3 2 1 NS** |
| **Responding Score** | | **4 3 2 1 NS** |

Responses

Describe in detail the **two** types of weather that you chose and how you expressed them through your dance. Be sure to describe both locomotor movements and non-locomotor movements and to use the vocabulary of dance correctly.

|  |  |  |
| --- | --- | --- |
|  | **Name the type of weather:** | **How did you use movement to portray it?** |
| **1** |  |  |
| **2** |  |  |

# Supporting Materials and Resources for Teachers

## Preparation for Administering the Assessment

Tools & Materials

Teachers will need the following materials and resources to administer this performance assessment:

* copies of the task, including the glossary of terms (one for each student)
* copies of the student-response sheets (one set for each student)
* one pencil per student
* an audio/video recording device
* a selection of pre-recorded instrumental or percussion music and an audio player (if music will be offered during performances)
* a space for performance and rehearsal (20ʹ x 20ʹ minimum)

Guidelines

This assessment is an individual performance.

* Copy the student’s task, glossary of terms, and response sheets. Make one set of copies for each student.
* If you allow the use of musical accompaniment, the music should have no lyrics and should be at least two-minutes long. You may choose music from any genre, but we recommend that you use a genre with which students have some familiarity. You may provide each student with 3–4 choices of musical selections that include a variety of tempos (fast, medium, and slow) or dynamics. The students should select their tempo and music for the performance after they have completed their choreography. They may also choose to perform without music.
* This assessment item presents a problem which can be solved by using the basic elements of dance (EALR 1.1) with any style or genre, such as ballet, ballroom, creative movement, drill, ethnic, folk, hip-hop, historical, jazz, modern, musical theatre, or tap. Students may perform any style of movement with a variety of space, time, and energy elements, chosen to express the particular ideas, feelings, and/or images asked for in the assessment.
* Remind students to perform each movement to its fullest extent. An example of fullest extent for a jumping jack would be an X with arms and legs fully stretched and spread out to create a full X. (A “wilted X” is the opposite, with arms and legs not fully extended. A wilted X is not acceptable.)
* Each student should be encouraged to perform as if he or she were the weather, not as if the weather were around him or her.
* The recorder must be set up in a defined space so that the performer can be seen at all times.
* Students must perform in bare feet or appropriate dance/athletic shoes for safety.
* As an alternative to a written response, you may permit students to:
  + Respond verbally. You should make a video or audio recording to document their responses. Students who are being recorded must be coached to face the recording device when responding. Students may have a copy of the response sheet when being recorded, or you can state the questions. Ask each student to begin by clearly stating her or his name/number and grade level into the recording device.
  + Dictate their responses to the teacher or an instructional aide, who will write them down.
* Students may use resources that are visible in the testing classroom, but the teacher may not prompt or coach students during the assessment.
* When you are administering the assessment, students may ask questions to clarify the process. You should encourage students to ask questions at any time throughout the administration of the assessment.

## Recommendations for Time Management

Students may have as much time as they need to complete the task. The timeframes suggested here are meant only as a guide, and you may shorten or lengthen them to suit the individual circumstances of the class and students.

The following is a **three-day** suggested timeframe:

|  |  |  |
| --- | --- | --- |
|  | **Day 1** | |
|  | 15 minutes: | The teacher provides the class with the task and reads it aloud, then reviews the glossary and scoring rubric. The students ask questions; the teacher answers questions. |
|  | 20 minutes: | The students choreograph and rehearse their dances. |
|  | **Day 2** | |
|  | 10 minutes: | The students rehearse their dances. If music is desired, use five minutes to familiarize students with the musical selections. |
|  | 30 minutes: | Each student performs his or her dance individually for the teacher, who records the performance. Students should perform their dances as if the recorder were the audience. (Meanwhile, the other students can be doing activities in another room, under supervision. Note: If another teacher is not available to help supervise, students who are not performing should exhibit appropriate audience behavior and personal management during the performance assessments of their peers.) |
|  | **Day 3** | |
|  | 15 minutes: | Each student prepares his or her verbal or written response. |
|  | 20 minutes: | (Optional) The teacher records the responses of students who need to respond verbally. |

All students who remain productively engaged in the task should be allowed to finish their work. In some cases, a few students may require considerably more time to complete the task than most students; therefore, you may wish to move these students to a new location to finish. In other cases, the teacher’s knowledge of some students’ work habits or special needs may suggest that students who work very slowly should be tested separately or grouped with similar students for the test.

## Glossary

**ABA**—a three-part form in which the first and last parts are the same and the middle part is different.

**choreograph**—to arrange, compose, or create a dance.

**concentration**—the act or process of applying close, undivided attention.

**energy/force**—an element of dance; the quality of movement; how a movement is performed, including smooth, sharp, free flow, bound flow, strong, light, sustained, and percussive.

**focus**—1. the ability to concentrate and keep one’s attention fixed on the matter at hand; 2. where and how the dancer is looking or relating (single, multi, direct, indirect); 3. where the audience’s attention is directed.

**fullest extent**—refers to full physical engagement and commitment to performance quality, such as a jumping jack X with arms and legs fully stretched and spread out to create a full X.

**intentional energy**—energy/force that is purposeful in expressing intended ideas and feelings.

**locomotor movement**—movement that travels through space.

**non-locomotor movement** (axial movement)—the movement that is performed around the axis of the body; non-locomotor movement does not travel through space.